

FRANKLIN PUBLIC SCHOOLS SUMMER ACADEMY 2011

TEACHING A NEW GENERATION OF LEARNERS:
21ST CENTURY READINESS

Forest Park Middle School
June 13 – 16, 2011

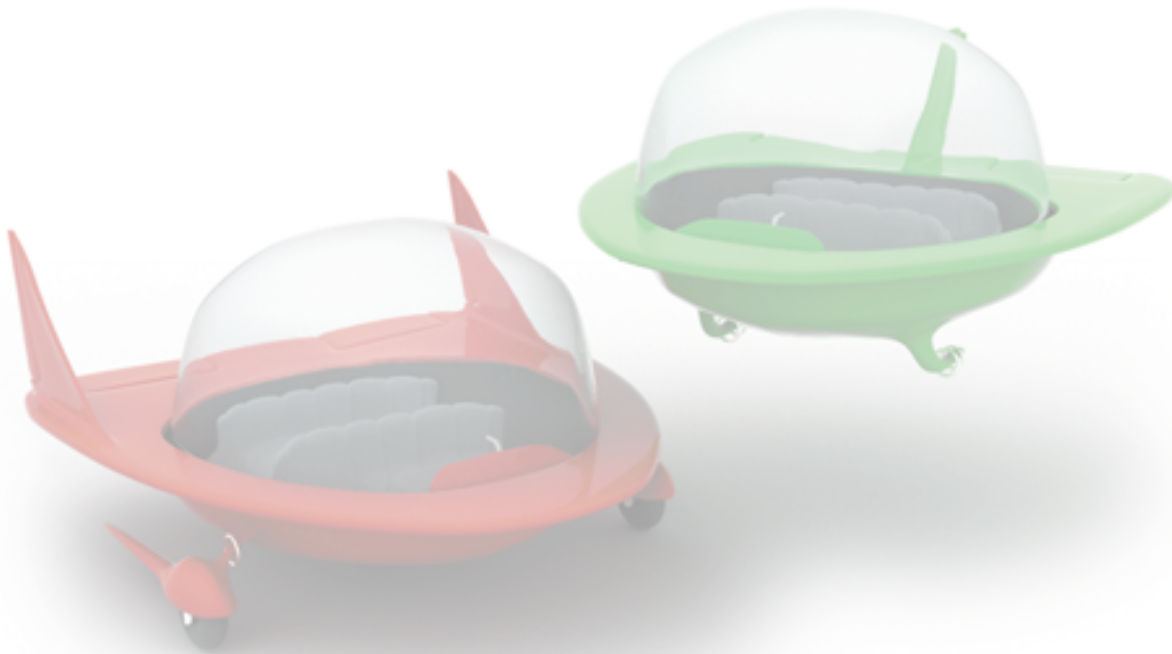
All Summer Academy materials and happenings are going to be held in reserve online at:
<http://fpssummeracademy.wikispaces.com>



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

TABLE OF CONTENTS

Academy Overview	2
Schedule of Events	3
Keynote Speaker	4
Grade Level Advisor Assignments	7
General Information	7
Academy Structure.....	8
Supplies Provided	8
Supplies/Materials Needed	8
Credit Options.....	9
Reader's Workshop Unit Planning Guide	11
Writer's Workshop Unit Planning Guide.....	12
Uploading Unit Plans: Getting Started With Eclipse	13
Labeling Your Classroom Library With Lexiles	17
Summer Academy Credit Contract	21
Map of Space Station	22





TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

ACADEMY OVERVIEW

FPS K-6 staff is invited to participate in a 4-day Academy that provides a collaborative format to create a standards-based unit of study. The unit will include the components necessary to meet the needs of 21st century students:

The world is changing. The new millennium demands a new generation of learners who understand the importance of collaboration, communication, critical thinking, problem solving and innovation.

The academy will offer innovative, interactive techniques to help educators at all levels improve their instructional practices and become more effective at teaching literacy. Participants will learn strategies for developing powerful lessons to be used in a Reader's/Writer's Workshop that inspire student thinking and learning in the context of a caring and respectful classroom community.

Format: Break Out Sessions by Grade Level Spans K – 2 and 3 – 6
Professional presentations for effective literacy instruction will include:

- ✦ Running Records: When and How
- ✦ Social Skills Focus embedded in Developmental Studies Centers Materials
- ✦ Making Manning/Being A Writer and Vocabulary Work: A Closer Look
- ✦ Six Trait Writing: Introduction and Assessment
- ✦ Building a Reader's/Writer's Workshop with DSC Materials
- ✦ Transitioning from the Daily Five to Workshop Model
- ✦ Individualized Daily Reading: Expectations and Classroom Collections
- ✦ Sitton Spelling: What, When and Where
- ✦ Assessment & Grading

Hours: 45 hours: 32 during academy week 8 to 4, Monday through Thursday
(with an additional 13 to accomplish related academy work)

Credits: All participants selected either Option A or B or C or D. See page 22 for option details.

Payment: Enroll in Summer Academy and accept curriculum rate for 45 hours
For staff accepting an option with payment it will occur after July 15, 2011 and can be revoked should agreed upon work not be completed by August 25, 2011.

Cost: Franklin Credits, no costs; Viterbo Credits, \$270.00

Audience: K – 6 Regular Ed Staff, SE Staff, Reading Specialists, ELL Staff

Trainers: Developmental Studies Center Staff along with local staff



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

SCHEDULE OF EVENTS

Monday	Tuesday	Wednesday	Thursday
7:15 – 7:55 am REGISTRATION FPMS Front Lobby	Grades K – 2 (Room 202/206) 8:00 am - 12:00 pm A Closer Look at Making Meaning, Being a Writer and Vocabulary	Grades K – 2 (Room 202/206) 8:00 am - 12:00 pm Building a Reader's/Writer's workshop w/MM & BW Materials	8:00 – 8:30 am (LMC) Closing Session
8:00 – 10:00 am KEYNOTE (LMC) <i>21st Century Readiness</i> <i>Ann Marie Corgill</i>	12:00 – 1:00 pm Grade Level Work Time & LUNCH (Cafeteria)	12:00 – 2:00 pm Grade Level Work Time & LUNCH (Cafeteria)	Grades K – 2 (Room 202/206) 9:00 am – 12:00 pm Sitton Spelling Refresher
10:00 – 11:30 am Academy Overview & Assessment Information	1:00 – 3:00 pm Introduction to and Assessing With Six Trait Writing	1:00 – 2:00 pm Transitioning from Daily 5 (<i>OPTIONAL</i>)	8:00 – 9:30 am <i>Reading Specialists with Gina</i>
11:30 am – 12:15 pm Grade Level Work Time & LUNCH (Cafeteria)	3:00 – 3:30 pm Grading Practices	2:00 – 4:00 pm Independent Reading Time Expectations	12:00 – 4:00 pm LUNCH (Cafeteria) Grade Level Work Time Check Out Time
12:15 – 1:15 pm Running Records K – 3 Rigby (Room 202/206)	3:30 – 4:00 pm Grade Level Work Time	Grade 3 – 6 (LMC) 8:00 am - 10:00 am Independent Reading Time Expectations	Grade 3 – 6 (LMC) 8:00 am – 1:00 pm Grade Level Work Time Check Out Time LUNCH (Cafeteria)
12:15 – 1:15 pm Running Records 4 – 6 QRI (LMC)	Grades 3 – 6 (LMC) 10:00 am – 10:30 am Grading Practices	10:00 am – 12:00 pm Grade Level Work Time & LUNCH (Cafeteria)	1:00 – 4:00 pm Sitton Spelling Refresher
1:30 – 3:30 pm All Participants - LMC Making Meaning & Being a Writer Social Skills Focus	10:30 am – 12:00 pm Grade Level Work Time & LUNCH (Cafeteria)	12:00 – 4:00 pm Building a Reader's/Writer's workshop w/MM & BW Materials	
3:30 – 4:00 pm Grade Level Work Time	12:00 - 4:00 pm A Closer Look at Making Meaning, Being a Writer and Vocabulary		



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

KEYNOTE SPEAKER

ANN MARIE CORGILL

JUNE 13

8:00 - 9:30 AM



21ST CENTURY READINESS

The 21st century demands more than developing technological proficiency. Students must also develop the learning and innovation skills – collaboration, communication, critical thinking, and creativity – required for success both in and out of the classroom. Integrating rigorous academic instruction with systematic attention to social, emotional, and ethical growth increases student participation and learning. In this keynote address, Ann Marie Corgill shares her own experiences as a classroom teacher and models techniques that increase meaningful student talk, foster thoughtful literacy, and lead to powerful learning experiences for every learner.

BIOGRAPHY

Ann Marie is a 1994 graduate of the University of Alabama with a bachelor's degree in early childhood education. She received her master's degree from the University of Alabama at Birmingham, also in early childhood education. She is a National Board Certified Teacher and the 2007 recipient of the Donald H. Graves Writing Award. She has taught at Riverchase Elementary School in Hoover, Alabama and at the Manhattan New School in New York City, as well as schools in Birmingham, Alabama, and Bronxville, New York. Ann Marie believes that the most beneficial professional development opportunities are those that are ongoing. "When I think of professional development, that could mean simply rereading a text that helped me with my teaching, returning to hear an expert I admire and always learn from, visiting colleagues to watch them teach -- and always focusing my energy on ONE part of the curriculum I want to improve," she says. "I believe that professional development is the key to improving our schools. We as teachers need the same things our students need: ongoing support, focused and specific studies, a 'less is more' philosophy, and multiple opportunities to practice what we've learned."

Ann Marie says that the process of writing her book, *Of Primary Importance*, was both "painful and dreadful" and "the most amazing way to learn about my students and my teaching. "I've never run a marathon," says Ann Marie, "but I would suspect finishing the book feels a lot like crossing the finish line."

She loves to paint, send email, read on the floor of the children's book sections of bookstores, have fun with friends and family, shop in New York City, and eat at restaurants with a great wine list, and she appreciates a good vanilla buttercream cupcake. "I don't like big dogs, talking on the phone, unloading the dishwasher, desserts with nuts, and saying goodbye."



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

PARTICIPANTS BY GRADE LEVEL

Name	Grade	Name	Grade
Jill Archer	Kg	Ann Alcorn	3rd
Jamie Boehlke	Kg	Linda Curtis	3rd
Tina Buelow	Kg	Katie Gaedtke	3rd
Christine Goodman	Kg	Kim Held	3rd
Debbie Greene	Kg	Kim Karls	3rd
Christina Hanks	Kg	Betty Marr	3rd
Stephanie Hood	Kg	Anne McDermott	3rd
Paula Magolan	Kg	Margaret Meier	3rd
Luann Roberts	Kg	Tracy O'Reilly	3rd
Christy Ruffing	Kg	Karen Ruid	3rd
Kathy Zubke	Kg	Caryn Schwengel	3rd
		Jackie Mahony	3rd
Mary Agostini	1st	Susan Butkowski	4th
Grace Boehm	1st	CJ Davis	4th
Angelic Davis	1st	Sarina Gilbert	4th
Ruth DeBellis	1st	Deanna Gross	4th
Susan Kaja	1st	Kimberly Hyatt	4th
Lisa Ludwig	1st	Barb Kruske	4th
Cheryl Mauermnn	1st	Judith North	4th
Melissa Moeller	1st	Mary Beth Paprocki	4th
Lucy Moker	1st	Heather Reilly	4th
Robin Muirhead	1st	Jill Roffers	4th
Karen Nesbit	1st	Shelley Venable	4th
Cathy Weinstein	1st		
Sheryl Coats	2nd	Jeff Allen	5th
Laura Detert	2nd	Karen Bednar	5th
Ann Gardner	2nd	Mitch Calkins	5th
Carrie Iverson	2nd	Karen Czubakowski	5th
Carol Jacobsen	2nd	Kim Davitz	5th
Patti Jenna	2nd	Dani Hogan	5th
Maria Jensen	2nd	Kathy Wiemers	5th
Holly June	2nd	Janet Vlasaty-Smith	5th
Debbie Kolasinski	2nd		
Bonnie Kotlewski	2nd		
Kathleen McNown	2nd		
Amanda Sieg	2nd		
Carey Wisotzke	2nd		



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

Name	Grade
Heather Gawlitta	6th
Brandi Rivard	6th
Sue Sheskey	6th
Patricia Snead	6th
Maureen Szychlinski	6th
Janet Vink	6th
Denise Ryan	ESL
Kelly Kornacki	ESL
Lisa Gallagher	ESL
Stephanie Aseltine	ESL
Amanda Pozorski	Reading Specialists
Carla Bauer	Reading Specialists
Elizabeth Berlyn	Reading Specialists
Karen Goodreau	Reading Specialists
Kathleen O'Brien	Reading Specialists
Linda LaTour	District Literacy Coordinator
Amy Wolfe	Special Ed
Brenda Winter	Special Ed
Georgette Goundie	Special Ed
Heike Logic	Special Ed
Kelly Rille	Special Ed
Michelle Taylor	Special Ed
Nancy Hamberger	Special Ed
Patricia Marino	Special Ed
Sally Noldin	Special Ed



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

GRADE LEVEL ADVISOR ASSIGNMENTS

<u>Advisor</u>	<u>Grade Level</u>	<u>Pod</u>	<u>Liaison</u>
Jamie Foeckler	K	600	Christy Ruffing
Karen Noel	1	601	Grace Boehm
Chad Nelson	2	602	Debbie Kolasinski
MaryPat Siewert	3	604	Kim Karls
Christine Cody	4	203	Sue Butkowski/CJ Davis
Jamie Foeckler	5	207	Dani Hogan
Wendy Dzurick	6	208	Heather Gawlitta
Heike Logic	Special Education	204	Mary Hanson
Mike Zellmer	ESL	205	Kelly Kornacki
Wendy Dzurick	Reading Specialists	210	Elizabeth Berlyn

GENERAL INFORMATION

Location: Forest Park Middle School, 8225 Forest Hill Avenue. Phone: (414) 529-8250
Enter through the main school entrance. Signs will direct you.

Parking: Lots are located to left and right of middle school building.

Room Locations: All team members report to Forest Park Middle School Library Media Center no later than 7:50 AM on June 13. See enclosed map for specific room locations.

Each grade level will be assigned a work area to work as a group and to hold supplies, etc during the Academy.

Questions prior to June 13: Contact Cathy Fax, Instructional Services via email
(catherine.fax@franklin.k12.wi.us) or via phone (414) 525-7628

Questions during the Academy, June 13 though June 16: Contact your assigned group advisor (the same principal overseeing half day work during the school year) or Wendy Dzurick.

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<http://fpssummeracademy.wikispaces.com>



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

SUMMER ACADEMY PLANNING TEAM

Elizabeth Berlyn
Wendy Dzurick
Cathy Fax
Chad Kafka
Linda LaTour

Reading Coordinator
Director of Instruction
Instructional Services Administrative Assistant
Technology Support Teacher
District Literacy Coordinator

ACADEMY STRUCTURE

Daily from 8:00 AM – 4:00 PM – Refer to Schedule of Events on page 1 for details.

Each group will be assigned a Group Advisor.

An exit meeting prior to leaving the academy on Thursday, June 16 is required.

Classes designed to provide teachers with proficiencies in Reader's and Writer's Workshop using DSC Materials. Classes are offered in Two Strand Areas. Select the strand that best meets your work needs: K – 2 OR 3 - 6

Group work time is built into the schedule to allow for collaboration on the units.

45 hours = 3 Credit Hours

- ✦ 32 Hours in Summer Academy including unit development work time
- ✦ 3 Hours to read The Lesson Planning Handbook and respond to questions by June 13.
- ✦ 10 Hours independent time and class implementation

Each individual must complete development of a minimum of 3 Reader's Workshop and 3 Writer's Workshop units by August 25, 2011.

Casual dress.

SUPPLIES PROVIDED

- ✦ Wireless Access
- ✦ A copier and printers will be available for use during the Academy.

SUPPLIES/MATERIALS NEEDED

- ✦ Your school laptop. DO NOT turn it in at the end of the school year. It will be turned in upon completion of academy.
- ✦ If you do not have a school laptop, the district will provide one for your use during the Academy. If you need a computer, email Cathy Fax (catherine.fax@franklin.k12.wi.us) by May 15.
- ✦ Volume 1 Teacher Manual for ALL three programs MM/BW/Vocabulary
- ✦ Sitton Spelling Teacher's Manual
- ✦ The Lesson Planning Handbook and your informal notes around the 3 questions
- ✦ Classroom resources needed to create your units. (materials)
- ✦ Extension cord & power strip.



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

CREDIT OPTIONS

Credit Options selected by Academy participants in April:

Option 1: Enroll in Summer Academy and accept curriculum rate for 45 hours (\$20 x 45 hours = \$900.00) for participating *in lieu of credits*. If you receive the \$900.00 curriculum rate, credits will not be added to your accumulated credits for the future.

Option 2: Enroll in Summer Academy for (3) three Franklin credits (at no cost) or (3) three Viterbo credits (at your expense of \$90.00 per Viterbo credit) and accept the credits into your accumulated credits for lane movement if it were to occur. *(No curriculum pay will be provided if you select this option.)*

Option 3: Reschedule into the September 13 - 14 two-day session during the school day. Because this training occurs during your work hours, *no credits or curriculum pay apply*.

Option 4: Enroll in Summer Academy and accept curriculum rate for 45 hours (\$20 x 45 hours = \$900.00) for participating. AS WELL AS REGISTER FOR (3) three Viterbo credits (at your expense of \$90.00 per Viterbo credit). RECEIVING the \$900.00 curriculum rate does not allow Franklin Public Schools to accept the Viterbo Summer Academy credits into your accumulated credits for lane movement if it were to occur.

Based on the credit option you selected in April, follow the procedure:

Option 2: Enroll Franklin Credits at NO COST.

- ✦ To demonstrate completion, fill out & turn in the Claim for Credit sheet to HR office by August 20. **Your credits will apply** to the 2011- 2012 school year.
- ✦ By June 16, turn in contract guaranteeing completion of Academy to your Group Advisor.
- ✦ Sign Credit Contract. It details the expectations to receive the credits by the dates listed below.

Option 2 and/or 4: Earn 3 Viterbo Credits for \$270.

- ✦ Register on June 13 at the Academy.
- ✦ Transcripts will be given to district office by the November due date.
- ✦ Understand that Viterbo Transcripts will be dated June 25 for DPI licensing purposes. DPI will acknowledge credits from the Academy as having acquired them by June 2011.



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

CLASS DESCRIPTIONS

✦ **Running Records: When and How – Elizabeth Berlyn**

Running records are an assessment technique that allows the teacher to observe students' reading behaviors to arrive at an instructional level. In this session, we will model how to do a running record and then how to use it to monitor growth, identify problems, and use the results to have instructional conversations with colleagues. Time will also be spent on scoring and placement decisions. The QRI session will be similar but we will focus specifically on the administration and analysis of the assessment, so that we can meet the instructional needs of our students.

✦ **Social Skills Focus: PBIS and DSC Materials – Gina Zugelder and Chad Nelson**

This session will focus on the connection to the behavior part of Response to Intervention and the social skills that are developed and explicitly taught in the DSC materials. Participants will be provided the district perspective to RTI Behavior and explore the teacher materials for the inclusion of collaborative support for social skills development throughout each of the three programs.

✦ **A Closer Look: Making Meaning, Vocabulary and Being a Writer – Gina Zugelder**

In this session, participants will take a closer look at the DSC teacher manuals and materials to consider implications for teaching and learning. The focus will be on the lesson structures, timing and coordination of the instruction. We will engage in a lesson planning experience and watch teacher video to support learning.

✦ **Six Trait Writing: Introduction and Assessment – Linda LaTour and LMS**

Participants in this session will enhance their knowledge of the Six Traits through a scintillating series of activities that engage them in the writing process. We will weave *Making Meaning* and *Being a Writer* mentor texts into practical applications that can be incorporated into your Writer's Workshop.

✦ **Building a Reader's/Writer's Workshop with DSC Materials - Gina Zugelder**

Continuing our discussions on teaching and learning from yesterday's A Closer Look session, participants will continue to create a conceptual framework for the Reader's and Writer's Workshop using the DSC materials. We will collaboratively plan the literacy block across a week and across units, specifically focusing on the first teaching units in the DSC materials.

✦ **Blending Reader's workshop with the Daily Five management model – Sheryl Coats**

We will look at how to make the Daily five management model work with Making Meaning. We will explore schedule options, transitions and how to use the Making meaning lessons within the Daily Five.

✦ **Individual Daily Reading: Expectations and Classroom Collections - Linda Rourke**

In this session, participants will explore the expectations of IDR including guiding questions to support conferencing, assisting students with the variety of text they will be reading, and how to coach student use of strategies. We will explore ways to engage students in reading including considering classroom libraries and text selection protocols.

✦ **Sitton Spelling: What, When and Where – Christy Fong**

This session will provide time to revisit, refine and refresh aspects of the Sitton Spelling program. Come with your materials and your questions!

✦ **Assessment and Grading – Mike Zellmer**

This session will provide the common assessment and grading practices to be used in the first year of DSC implementation. These practices blend assessment strategies from DSC with the best strategies from standards-based grading. These practices can be revised over time as teachers become more familiar with the teaching strategies and materials.



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

READER'S WORKSHOP UNIT PLANNING GUIDE

To receive credit/payment, post 3 unit-planning guides on Eclipse by August 26, 2011.



K-6 Unit Planning Guide

Grade: _____ School: _____

Reader's Workshop									
Components		Whole Group: Read Aloud/Mini Lesson			Small Group Strategy Practice/ Confering	Individualized Daily Reading: Independent Strategy Practice/ Confering	Whole Group: Vocabulary	Whole Group: Sharing and Reflecting	
Time Allotment		15 – 30 minutes daily			40 – 60 Minutes	Independent Level 20 – 30 minutes daily	K – 2 15 minutes 3 – 6 20 minutes	5 – 10 minutes daily	
Unit Plan	Month	Anchor Tradebook / Resources	Comprehension Focus Strategy	Social Skills Development	Instructional Level 20 – 30 minutes daily	Teacher-selected reading materials to meet instructional needs	Student-selected reading materials	Word Learning Strategies	Reflect on Teaching Points
	Week								
	Week 1								
	Week 2								
	Week 3								
	Week 4								

Daily Time Allotment:

K - 2 90 minutes minimum per day for reading and 90 minutes minimum per day for writing
 Grades 3 - 5 45 – 60 minutes minimum per day for reading and 45 – 60 minutes minimum per day for writing
 [Grade 5 minutes will mirror grade 6 when sharing content area instruction with 6th grade]
 Grade 6 Will follow middle school scheduling

NOTE: Vocabulary words and word learning strategies should be included within the Reader's Workshop



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

WRITER'S WORKSHOP UNIT PLANNING GUIDE

To receive credit/payment, post 3 unit-planning guides on Eclipse by August 26, 2011.



K-6 Unit Planning Guide

Grade: _____ School: _____

Writer's Workshop						
Components			Whole Group: Getting Ready to Read Aloud/Mini Lessons		Small Group Writing Time: Write Independently/Confer	Whole Group Sharing and Reflecting
Time Allotment			15 – 20 minutes daily		30 – 50 minutes daily	5 – 10 minutes daily
Unit Plan	Month	Unit Title	Anchor Tradebook / Resources	Comprehension Focus Strategy	Social Skills Development	Students Write independently with guidance as needed
	Week 1					
	Week 2					
	Week 3					
	Week 4					

Daily Time Allotment:

- K - 2 90 minutes minimum per day for reading and 90 minutes minimum per day for writing
- Grades 3 - 5 45 – 60 minutes minimum per day for reading and 45 – 60 minutes minimum per day for writing
[Grade 5 minutes will mirror grade 6 when Sharing content area instruction with 6th grade]
- Grade 6 Will follow middle school scheduling

NOTE: Vocabulary words and word learning strategies should be included within the Reader's Workshop



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

UPLOADING UNIT PLANS: GETTING STARTED WITH ECLIPSE

1. Log In To The URL <http://franklin.eclipsesecure.com>
2. Enter Your Username And Password.
 - a. User Name `firstname.lastname@franklin.k12.wi.us`
 - b. Password `firstname.lastname`
3. FIRST TIME LOG IN: You Will Be Prompted To Change Your Password. Follow The Directions To Do This.
4. When The Eclipse Curriculum Manager Page Appears, Click On The “Courses” Tab At The Top Of The Page.
5. Click On “Click Here To Add A Course You Teach” Button. New Screen Appears With Pull Down Menu. Select The Following:
 - a. School: All Schools
 - b. Grade: Select Your Grade Level
 - c. Subject: Reading/Language Arts
 - d. Teacher: All Teachers
 - e. Course Name: Your Grade, Workshop (Workgroup)
 - f. Click On Show Course
 - g. Contact Cathy Fax If The List Is Not Accurate.

The screenshot shows the Eclipse Curriculum Manager interface. At the top is a blue navigation bar with buttons for 'Courses', 'Reports', 'Admin', 'Help', 'Account Info', and 'Login/Logout'. Below this is a 'Courses' section with two links: 'Text Search All Course Content' and 'Manage Your Personal Digital Resources'. The main content area is titled 'Find Master and Teacher Courses' and contains a search form with the following fields and options:

- School: [All Schools] (dropdown)
- Grade/Grade Range: [1st Grade] (dropdown)
- Subject: [Reading/Language Arts] (dropdown)
- Teacher: [All Teachers] (dropdown)
- Course Name: [1st Grade Reader's Workshop (1st Grade Literacy Workgroup)] (dropdown)
- Course Status: ☒ Active ☐ Inactive ☐ Potential
- Course Type: ☒ Master ☐ Teacher ☒ Workgroups

A 'Show Courses' button is located at the bottom of the search form.

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6. The “courses” page will show teacher courses. Click on your workgroup.



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

Teacher Courses								
Course Name	Teacher	Schools	Subject	Grade / Grade Range	Grade(s)	Status		
1st Grade Reader's Workshop (1st Grade Literacy Workgroup)	Agostini, Mary, Bauer, Carla, Berlyn, Elizabeth, Boehm, Grace, Davis, Angelic, Debellis, Ruth, Goodreau, Karen, Kaja, Susan, Ludwig, Lisa, Mauermann, Cheryl, Moeller, Melissa, Moker, Lucy, Muirhead, Robin, Nawrocki, Jane, Nesbit, Karen, O'Brien, Kathleen, Pozorski, Amanda, Schopp, Nancy, Szychlinski, Maureen, Weinstein, Cathy	Ben Franklin Elementary School, Country Dale Elementary School, Pleasant View Elementary School, Robinwood Elementary School, Southwood Glen Elementary School	Reading/Language Arts	1st Grade	1st Grade	Active	Editable Map	Course Management

7. In the box entitled, "Unit Information," click on the Unit Title you will be working on to upload planning sheet.

Unit Information <small>(click on unit name to view/edit unit map)</small>			
Unit	Start Time	Unit Duration	
1. The Reading Life: Fiction and Narrative Nonfiction	September	4 weeks	X delete
2. Making Connections: Fiction	October	3 weeks	X delete
3. Retelling: Fiction	November	3 weeks	X delete
4. Visualizing: Poetry and Fiction	December	4 weeks	X delete
5. Wondering: Fiction and Narrative Nonfiction	January	3 weeks	X delete
6. Making Connections: Expository Nonfiction	February	3 weeks	X delete
7. Wondering: Expository Nonfiction	March	3 weeks	X delete
8. Exploring Text Features: Expository Nonfiction	April	3 weeks	X delete
9. Revisiting the Reading Life	May	1 week	X delete

Add New Unit to Course:	Unit Start Time:	Unit Duration:
<input type="text"/>	<input type="text" value="[Select Time Topic Below]"/>	<input type="text"/>
<input type="button" value="Save New Unit"/>		



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

8. This opens what is called, the “map view” of the unit, and you are now ready to add content by typing it in, copying and pasting it in, adding documents (Word or pdf’s), or adding links.

Franklin Public School District Curriculum Map
Current as of September 21, 2010 at 13:33:15

[Return to Course](#) | [Show Print View](#)

7th Grade Science

Teacher Course: 7th Grade Science	Grade: 7th Grade	Subject: Science	Unit/Concept: Launcher	Which Quarter? September	Unit Duration: 28 days
Unit Summary: (As a result of this unit, students will understand...) click here to add					
Add State Standard					
State Performance Standards: There are no State Standards entered for this unit					
Add WKCE Framework					
WKCE Framework There are no WKCE Framework Standards entered for this unit					
Add Power Standards/Grade Level EKS					
Power Standards/Grade Level EKS: There are no Power Standards/Grade Level EKS entered for this unit					
Add Local ITL EKS					
Local ITL EKS: There are no Local ITL EKS standards entered for this unit					
Add 21st Century Skills					
21st Century Skills: There are no 21st Century Skills entered for this unit					
Learning Targets (Specific Targets and skills linked back to EKS)	Assessments (Evidence of learning)	Suggested Activities	Resources (List all resources including technology equipment & software)		
Add Content	Add Assessment	Add Suggested Activities	Add Resource		

[Return to Course](#) | [Show Print View](#)

9. This is where you begin collaborative unit development
- Power Standards, EKS & Learning Targets have been selected for you.
 - Local ITL EKS will be added during the first year of implementation
 - 21st Century Skills do not need to be selected

10. Upload Reader’s and Writer’s Unit Planning Charts in Resources section

[New Resource](#) [Add District Resource](#)

Enter New Resource Description (required):

Resource Type (required):

Digital Resource File Upload (optional):
 Upload file from your computer:
 no file selected

11. Label all units with same system:
- Unit number (space)
 - Grade level (Space)
 - School initials: Your last name



Type info here

Resource Type (required):

Digital Resource File Upload (optional):
 Upload file from your computer:
 no file selected



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

12. You can type or upload activities similar to working in a word document. Click on browse and select document location. Click on document. It will appear in the while box next to browse.

Resource Type (required):
Other

Digital Resource File Upload (optional):
Upload file from your computer:
Browse...
Save Resource

13. Click on save resources

Resources
(List all resources including technology equipment & software)

[Add Resource](#)

· (Other) Unit 1 Grade 1
RW:Dzurick

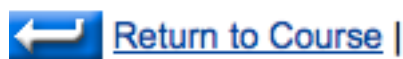
[K-6 Unit Plan FINAL Reading.pdf \(save to your computer\)](#)

14. Resources Type Box – After you enter an resource, select Other as type of resource –

[Select Resource Type Below]

- Book
- ✓ Other
- Portfolio
- Presentation
- Project
- Science 6-8 EKS
- Software
- Video
- Website
- Workbook

15. At the end of a work session click on “return to course”



16. Click on logout in blue menu bar
17. Beginning of next work session – Start at no. 5



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

LABELING YOUR CLASSROOM LIBRARY WITH LEXILES

Looking up the lexile for a book

1. Open your browser (Safari or Firefox) and open the website lexile.com.
2. On the screen that comes up, click in the middle on word **Tools**, then pull to **Find a Book**.



3. On the right hand side of the screen, fill in the information you have on the book. You do not need to fill in everything. Title and/or Author are sufficient. Click Search.

Note - enter title of book, not the name of the series.

4. Results show up in a list if there were multiple matches for your search. Look carefully at the list to make sure you are looking at the correct book. Covers often help, or click on the title in blue to see complete information on the book if you are unsure. Lexile is listed in the middle of screen. If there is no match, double-check your spelling or you can try searching by author, but **not all books have a lexile**.



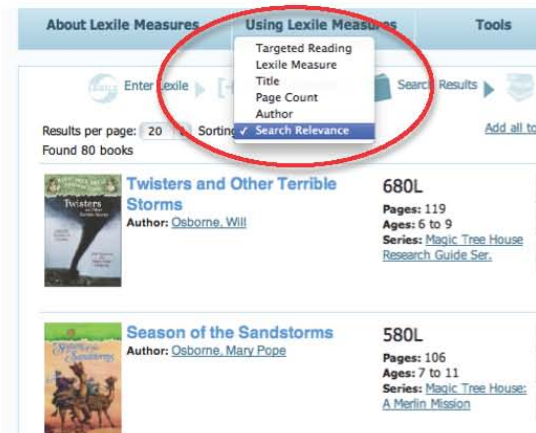


TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

5. Write down the lexile number for the book in pencil on the first page in the book. You will place a label with the lexile over this later, so write the number in a place that is ok to stick a label over. (Top right hand corner of the page is usually a good place). Repeat this process for books in the classroom library.
 - a. OR - keep a list of the lexile numbers you need to make labels for and enter them on the template later, or open the label template and the lexile.com website and have them side by side and enter the lexile number on the template right away (you still need to jot the number in the front of the book with both of these)
 - b. Note - these are different ways to do this - you may come up with another way that works better for you.

Looking up books by Author


1. If you have multiple books by an author it may be easier to get all of them together and do an author search.
2. Open lexile.com, go to Tools -> Find a Book. In the box, enter the author name. (I have tested and it works if you do last name first, or first name then last name)
3. On the screen that comes up you can sort the result list of books by title. Click on the dropdown after the word Sorting and highlight Title and your list will get resorted by the title of the books.





TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

Printing lexile labels for the books

1. **Printing labels** - Go to the computer in the classroom you are using with a stack of 30 books that have lexile numbers you penciled in them or use your tally sheet of numbers. Locate a sheet of labels.
2. **NOTE** - when you are printing, talk to your colleagues and let them know you will be printing labels so they do not send a print job to the printer and print on your labels.
3. Double click and open the file named LEXILE TEMPLATE.doc  LEXILE TEMPLATE.doc
4. The template has 30 spaces to fill in. The cursor will be blinking in the top left box. Enter the first lexile number there. Use the arrow or click in the next box and enter the next lexile number until you have filled in all 30 spaces in the document.
5. You are ready to print - go to File along the top menu bar, pull down to print, select the printer you are using. **DON'T CLICK PRINT YET.** Leave that screen up. Grab a sheet of labels, go to the printer, open the paper tray, put in the labels **face down** so you cannot see the labels, close the tray. Now, go back and click print on the computer. Your labels will come out of the printer.
6. Do not save changes to this file. Close Word unless you are going to do another sheet of labels right away. Click and highlight the number to replace it with a new number. Otherwise, close it and do not save your changes. You will have the blank template to work with the next time you open the file.
7. Place the correct label in the book over the number you penciled in.



TEACHING A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS

EXAMPLE ONLY

This is not actual template



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SUMMER ACADEMY CREDIT CONTRACT

Dear Summer Academy Participants,

This year's Summer Academy will be held in June with the unit plans and implementation falling after September 2011. If a teacher selected option 2 or 4 for ***potential lane movement***, he/she must include the Academy credits on the Claim for Credit form, due to Human Resources by August 20, 2009. *If any adjustments are made to the salary in the fall as a result of enrollment will be discontinued and reversed if the Summer Academy work is not completed by August 25, 2011. **Participants in the Summer Academy may still turn in Claim for Credit forms even though the final Academy requirement) isn't until after the August 20 deadline.***

CREDIT OPTIONS related to Option Selection in April. See page 9 for option choices.

Option 2: Enroll Franklin Credits at NO COST.

- ✦ To demonstrate completion, fill out & turn in the Claim for Credit sheet to HR office by August 20. **Your credits will apply** to the 2009 - 2010 school year.
- ✦ By June 16, turn in contract guaranteeing completion of Academy to your Group Advisor.
- ✦ Sign Credit Contract. It details the expectations to receive the credits by the dates listed below.

Option 2 and/or 4: Earn 3 Viterbo Credits for \$270.

- ✦ Register on June 13 at the Academy.
- ✦ Transcripts will given to given to district office by the November due date.
- ✦ Understand that Viterbo Transcripts will be dated June 25 for DPI licensing purposes. DPI will acknowledge credits from the Academy as having acquired them by June 2009.

GROUP WORK

45 hours = 3 Credit Hours

- ✦ 32 Hours in Summer Academy including unit development work time
- ✦ 3 Hours to read The Lesson Planning Handbook & respond to questions by June 13.
- ✦ 10 Hours independent time and class implementation

Each must complete development of a minimum of 6 units to start the school year.

By signing this contract, you are agreeing to still meet all the requirements of the Summer Academy and implement the Reader's & Writer's Workshop Units into your classroom in the 2011-2012 school year. You must have your group advisor sign off on this form when you turn it in to your advisor **by Thursday, June 16.**

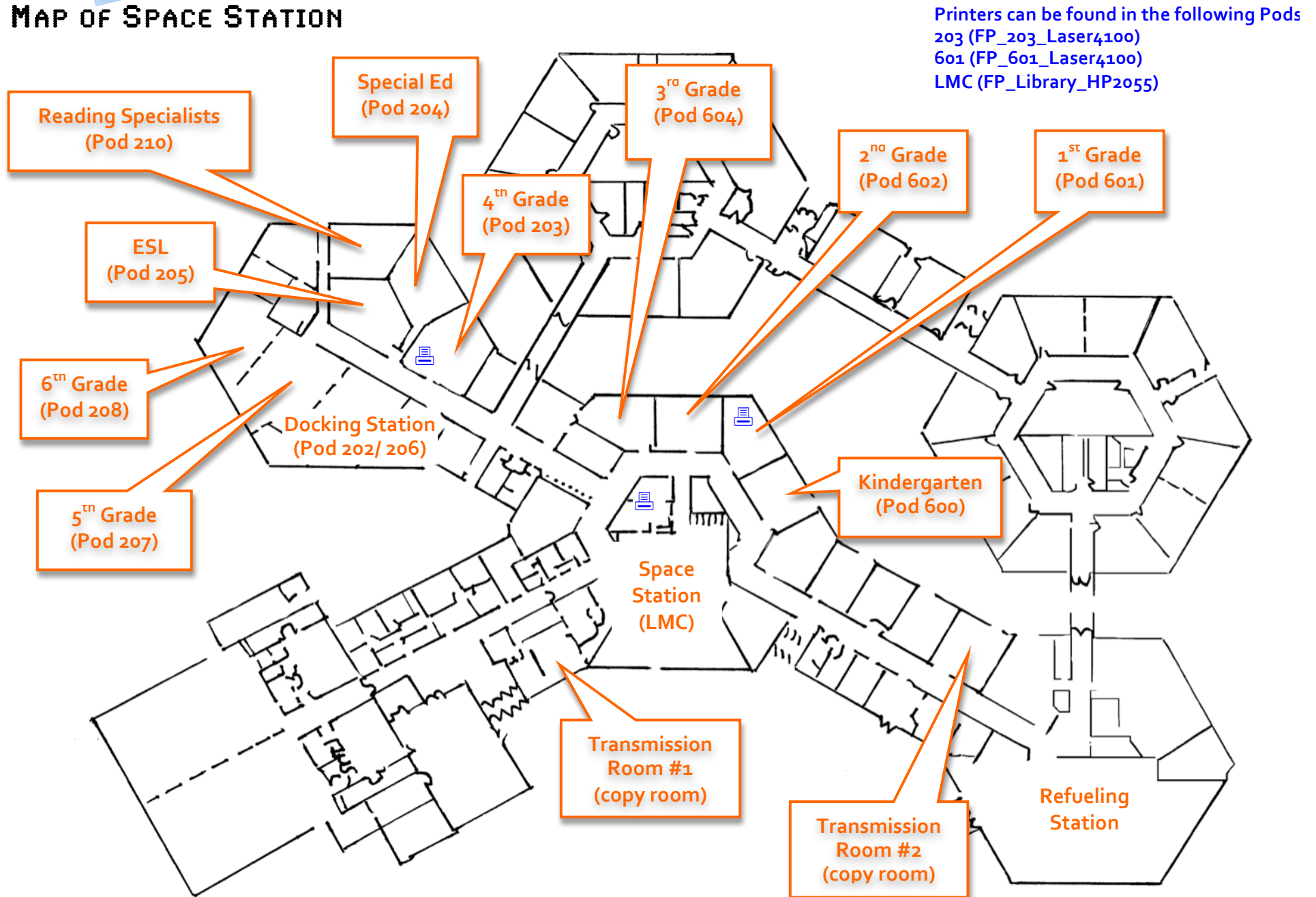
Summer Academy Participant

Group Advisor



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MAP OF SPACE STATION



Thank you for choosing to participate in the FPS Summer Academy
AND for your willingness to

TEACH A NEW GENERATION OF LEARNERS: 21ST CENTURY READINESS SKILLS

All Summer Academy materials and happenings are going to be kept online at:
<http://fpssummeracademy.wikispaces.com>

This will be the central location for all information and resources surrounding the academy. Keep this bookmarked for use before, during and after the academy.

Your feedback and comments are vital. Please share them with the planning committee or via the evaluation form handed out at the end of the academy.